DOCUMENT RESUME

ED 255 965 CS 504 904

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TITLE Work and Supervisor Satisfaction as a Function of Subordinate Perceptions of Communication Competence of Self and Supervisor.
PUB DATE May 85
NOTE 30p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Business Communication; Communication Problems; *Communication Research; Communication Skills; *Employer Employee Relationship; *Interpersonal Communication; *Interpersonal Competence; *Job Satisfaction; *Organizational Communication; Speech Communication
IDENTIFIERS *Self Awareness

ABSTRACT

A study investigated relationships between subordinate perceptions of the communication competence of self and supervisor, and subordinate perceptions of supervisor and work satisfaction. The hypotheses were the following: (1) subordinates' satisfaction with their supervisors will vary as a function of their perceptions of their supervisors' communication competence; (2) subordinates' satisfaction with their supervisors will vary as a function of their perception of their own communication competence; (3) subordinates' work satisfaction will vary as a function of their perception of their own communication competence; and (4) subordinates' work satisfaction will vary as a function of their perception of their supervisors' communication competence. To test the hypotheses, data from the Job Description Index and the Communicator Competence Questionnaire were subjected to correlation and regression tests. Fifty-four marketing managers of a petroleum firm completed the questionnaires. All hypotheses were confirmed. The study lends further support to the assertion that communication is an integral part of job satisfaction. Future investigation might look at such demographic variables as subject age and tenure in the organization. Research should also be conducted in other types of organizations to determine the overall generalizability of the present results. Finally, it could be advantageous to extend the present research to determine the causal relationships between the variables investigated. (EL)

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Work and Supervisor Satisfaction as a Function of Subordinate Perceptions of Communication Competence of Self and Supervisor

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International Communication Association Convention
Organizational Communication Division
Honolulu, Hawaii, May 1985

CS 504 904

ABSTRACT

Considerable evidence is available regarding the importance of communication in organizations. Relatively few studies, however, have focused on the communicative ability of the organizational members as it might relate to organizational outcomes. The present study investigated relationships between subordinate perceptions of communication competence of self and supervisor and subordinate perceptions of supervisor and work satisfaction.

Hypotheses posited that a subordinate's work and supervisor satisfaction would vary as a function of his perceptions of communication competence of himself and his supervisor. To test the hypotheses, data from the Job Description Index and the Communicator Competence Questionnaire were subjected to correlation and regression tests. Fifty-four marketing managers of a petroleum firm completed the questionnaires. All hypotheses were confirmed in the study. Directions for future research were advanced.

Work and Supervisor Satisfaction as a Function of Subordinate Perceptions of Communication Competence of Self and Supervisor

Introduction

Content of the Problem

The relationship between communication variables and organizational outcomes continues to be a central concern of organizational communication scholars. Although considerable research suggests that communication is related to either performance or the satisfaction of organizational members (Downs, 1977; Goldhaber, Yates, Porter, and Lesniak, 1978; O'Reilly and Anderson, 1980; O'Reilly and Pondy, 1979; Porter and Roberts, 1976), communication competence of organizational members has yet to be tested for possible relationships to employee job satisfaction. Wiemann (1977) and Monge, Bachman, Dillard, and Eisenberg (1981), among others, have concurred, in fact, that communication researchers need to examine the relationship between communicator competence and various organizational outcomes such as performance and job satisfaction.

Review of Literature

Job satisfaction. Locke (1976) estimated that more than 3,300 studies on the subject of job satisfaction have been published. Much of this research has examined specific variables that have been found to be related to employee job satisfaction. Such variables have included the opportunity to participate in the decision-making process (Daly, McCroskey, and Falcione, 1976); employee self-esteem (Falcione, Daly, and McCroskey, 1977); employees' perceptions of supervisor homophily, attractiveness, and credibility (Falcione et al., 1977);

organizational and individual innovativeness (Hurt and Teigen, 1977); communication apprehension (Falcione et al., 1977); and tolerance for disagreement (Richmond and McCroskey, 1979). All variables noted appear to affect the degree to which employees are satisfied (Richmond, McCroskey, Koontz, and Davis, 1980). The preceding dimensions are important in understanding an employee's affective responses to various aspects of the overall work environment.

Job enlargement (Argyris, 1964), job enrichment (Herzberg, 1966), working conditions (Barnowe, 1972), an individual's perceptions of his success, the internal-external feedback an employee receives from his performance (Hackman and Lawler, 1971; Herzberg, 1966), and an employee's orientation toward communication (Falcione et al., 1977) have also been found to affect an employee's job satisfaction. Smith, Kendall, and Hulin (1969) identified five components of job satisfaction: employee satisfaction with his supervisor, pay, promotion, co-workers, and the overall job itself.

Communication competence. Recent research in communication reflects a developing interest in the concept of communication competence (Allen and Brown, 1976; Allen and Wood, 1978; Hale, 1980; McCroskey, 1982; Moore, 1981; Monge et al., 1981; Spitzberg, 1983; Wiemann, 1977).

Various scholars have defined communication competence in terms of process (Allen and Brown, 1976; Backlund, 1978; Duran, Zakahi, and Parrish, 1981; Hale, 1980; Hoseman, 1979). These definitions are derived from early definitions, such as that of Habermas (1970), who described a competent communicator as one who "masters the ideal speech situation," or Argyle (1969), who contended that a competent communicator is appropriate in social presentation. More recently, Larson, Backlund, Redmond, and Barbour (1978) described

competence as "the ability of an individual to demonstrate knowledge of the appropriate communicative behavior in a given situation" (p. 16).

Communication competence has also been defined in terms of outcome. A definition based on outcome focuses on an individual's ability to achieve certain goals effectively and/or adequately. Weinstein (1966), as well as Watzlawick, Beavin, and Jackson (1967), defined communication competence in terms of the total or sum of the abilities that individuals use to achieve their goals in an encounter. Parks (1977) contended that "a competent communicator is a person who maximizes his or her goal achievement through communication" (p. 1).

The final approach to defining communication competence is the combined method or the collective approach. This approach integrates appropriateness, effectiveness, and skills.

Wiemann (1977), for example, defined communication competence as:

> the ability of an interactant to choose among available communicative behaviors in order that he/she may successfully accomplish his/her own personal goals during an encounter while maintaining the face and line of his/her fellow interactants within the constraints of the situation. (p. 198)

Although definitions of communication competence fail to recognize the organizational context, many of the definitions are helpful in understanding the operationalization of the concept in the organizational setting. Monge, Bachman, Dillard, and Eisenberg (1981) stated that, "the definitions of communicator competence are roughly equivalent to the broader definitions of social or interpersonal competence which were developed in the field of social psychology" (p. 505). It should be noted that weaknesses do exist in each of the

approaches to defining competence. Cupach (1982) argued that a process orientation may be weak because a full understanding of communication competence is not possible without considering outcome. Furthermore, if Bochner and Kelly's (1974) assumption that people are motivated to interact effectively with their environment is accepted, goal accomplishment and effective communication, not considered in a process orientation, become defining criteria. Other difficulties and weaknesses in even the combined approach are related to the proper perspective for evaluating communication competence. Individuals may differ in the weight they apply to effectiveness versus appropriateness in any given context.

Given all the proposed definitions and descriptions, a communicator competence construct, restricted to the organizational setting, should focus on observable communication behaviors and on skills relevant to facilitating interaction between persons in role positions (Monge et al., 1981). It has been noted by Monge et al. (1981) that when individuals, such as employees, assess the communication competence of others, they are likely to consider only one or two dimensions. Monge et al. (1981) also argued that a communicator competence construct should be structured as a single-dimensional model, or at most a two-dimensional model, with both dimensions being highly correlated.

Purpose of the Study

The purpose of the study was to examine the relationship between an employee's perceptions of communication competence of himself and his supervisor and work and supervisor satisfaction. The dependent variables in the study were the employee's perceived work satisfaction and supervisor satisfaction, as conceptualized within the Smith, Kendall, and Hulin (1969) job

satisfaction construct. The independent variables were perceived communicator competence of both supervisor and subordinate as perceived by the latter.

Rationale and Hypotheses

Communication has been said to be an integral part of the concept of job satisfaction (Downs, 1977). Therefore, it should be noted that although satisfaction may be conceptualized in a variety of ways, a thorough conceptualization must include communication as a major component. This relationship between communication and job satisfaction was also emphasized by Rossiter and Pearce (1975) when they noted that, "satisfying relationships with other people are established through communication, and our ability to communicate well is important" (p. 3). It should be noted that this statement reflects the notion of communication competence and its potential relationship to satisfaction. Goldhaber, Yates, Porter, and Lesniak (1978) have also emphasized the job satisfaction/communication relationship in a state-of-the-art review of organizational communication research:

> The most important contributor to satisfaction as an organizational outcome appears to be organizational relationships, which accounted for 50.4 percent of the total variance in the prediction of organizational outcomes . . . Maintaining an effective relationship with an employee's immediate supervisor is, thus, the most important correlate of job satisfaction. (p. 84)

Communication has been described as a vital component of job satisfaction by numerous other scholars (Dillard, Wigand, and Boster, 1979; Downs, 1977; Falcione, Daly, and McCroskey, 1977; Glauser, 1979; Hain and Widgery, 1973; Likert, 1967; O'Reilly and Anderson, 1979; Porter and Roberts, 1976).

Based on the foregoing body of literature, it is clear that communication is related to satisfaction. Therefore, it would stand to reason that communicator competence might also be related to satisfaction. On the basis of the preceding literature review and subsequent rationale, four hypotheses were posited in this study.

As Falcione et al. (1977) maintained, subordinate satisfaction with a supervisor is closely associated with perceptions of supervisor communication behavior (verbal and nonverbal message sending and perceived listening), credibility, attractiveness, and attitude homophily. These researchers also contended that communication competence is an element of source credibility. Richmond et al. (1980) have also concluded that a subordinate's perceptions of the communication behaviors of his supervisor have a significant impact on his level of satisfaction. Therefore, it would seem likely that the greater the perceived communicator competence of a supervisor, the greater the chance for the subordinate to experience supervisor satisfaction.

H_1: A subordinate's satisfaction with his supervisor will vary as a function of his perceptions of his supervisor's communication competence.

Hatfield and Huseman (1982) demonstrated that the absence of perceptual congruence concerning communication between supervisor and subordinate results in communication problems between them, which in turn reduces the level of satisfaction between them. Therefore, if a subordinate perceives his supervisor to be a more or less competent communicator than himself, then perceptual incongruence will occur, which results in reduced levels of satisfaction.

H_2: A subordinate's satisfaction with his supervisor will vary as a function of his perception of his own communication competence.

The importance of communication in relation to job satisfaction has been established by many researchers (e.g., Downs, 1977; Falcione, Daly, and McCroskey, 1977; Porter and Roberts, 1976). This would seem to indicate that the more communication involved in one's work, the greater the possible impact on his perceived work satisfaction. It has been noted in industrial psychology research (Locke, 1976) that the more one is competent at his own job, the more likely he is to be satisfied with his job. Therefore, it would then seem likely that the more competent an employee perceives himself to be as a communicator, the more likely that he is to be satisfied with his work.

H_3: A subordinate's work satisfaction will vary as a function of his perception of his own communication competence.

Satisfaction has been previously related to supervisor-subordinate communication in terms of openness (Jablin, 1977), homophily-heterophily (Daly, McCroskey, and Falcione, 1976), credibility (Falcione, 1974), frequency of interaction (Hawkins, 1975), authoritarianism (Vroom and Mann, 1960), and supervisor personality variables (Hall, 1974 and 1975). An employee's satisfaction with his work has also been empirically shown to be related to supervisor-subordinate communication by Jablin (1978). Thus, if a supervisor is capable of competently communicating with his subordinate, the greater the likelihood it will be for the subordinate to experience work satisfaction.

H_4: A subordinate's work satisfaction will vary as a function of his perception of his supervisor's communication competence.

Methodology

Subjects

Subjects for this study consisted of 54 marketing managers from the California division of Texaco, Inc. At the time of the study, the total

number of marketing managers in California was 73; thus, the present sample represented a 74 percent response rate. All subjects were male.

Two criteria were employed for the participation in the study:

1. Respondents must have been employed in the marketing division for a minimum of one year.

2. Respondents must have had the same immediate supervisor for a mimimum of one year.

Instruments

The two measurement instruments employed in the study were the Job Description Index (JDI) developed by Smith, Kendall, and Hulin (1969) and the Communicator Competence Questionnaire (CCQ) developed by Monge, Bachman, Dillard, and Eisenberg (1981).

For the purposes of this study, only the work and supervision dimensions of the JDI were scales employed. The co-worker scale was not employed due to the autonomous nature of the present sample. The pay and promotion scales were eliminated due to the lack of human relatedness of the dimensions.

Vroom (1964) described the JDI as the most carefully developed measure of job satisfaction. Similarly, Porter (1969) stated that "the JDI is not only an eminently usable and practical instrument for measuring satisfaction," but it also is "an instrument that can be used with widely varying groups of individuals working under quite different kinds of employment situations" (p. vi).

Smith et al. (1969) reported corrected split-half internal consistency coefficients to exceed .80 for each subscale of the instrument. The JDI has also been shown to have very high convergent and discriminate validity (Gillet

and Schwab, 1975). It has also been well validated and tested for reliability across a variety of organizations (Falcione, 1975).

The CCQ was designed specifically for measuring communication competence in the organizational context. The items developed by Monge et al. (1981) represent encoding and decoding skills appropriate for the workplace or organization. Seven encoding items focus on behaviors such as being able to get right to the point, having a command of the language, and being easy to understand. Five decoding items focus on skills such as listening, responding to messages quickly, and sensitivity to others. The correlation between encoding and decoding factors for the supervisor scale was reported by Monge et al. (1981) to be .77, with a coefficient alpha of .87 for the encoding factor and .85 for the decoding factor; for the subordinate scale the correlation was reported to be .51, with a coefficient alpha of .85 for the encoding factor and a .81 for the decoding factor.

Procedure

The marketing managers at Texaco were sent a questionnaire packet (cover letter, JDI, and CCQ) to their homes to reinforce the element of confidentiality. Also included in the packet was a stamped, self-addressed return envelope. In the cover letter, it was stressed that all the information received would be treated in a strictly confidential manner, and that results would be analyzed and reported only in aggregate form. Participation in the study was voluntary and anonymous. Given principles underlying survey research, it is generally considered that receiving over a 50 percent response is acceptable (Babbie, 1973). Therefore, with a response rate of 74 percent, a second mailing was seen as unnecessary.

Scoring and Data Analysis

Subjects were asked to indicate on the JDI instrument whether or not each phrase applied to the particular facet of the job in question. Subjects were instructed to respond as follows: "Y" = yes, "N" = no, and "?" = undecided. Coding for the JDI was conducted in the following manner (Smith, Kendall, and Hulin, 1969): yes = 3, ? = 1, no = 0 for positively discriminating items; yes = 0, ? = 1, no = 3 for negatively discriminating items.

The seven-point response scale on the CCQ measures the intensity of agreement or disagreement with each item as follows:

YES! YES yes ? NO NO!

Numerical values of 7 for YES! to 1 for NO! were applied accordingly.

All scales incorporated in the study were tested for reliability. The reliability package in SPSS (Hull and Nie, 1981) was employed, using Cronbach's alpha statistic as the measure for internal consistency. Pearson Product Moment Correlation Coefficients were computed to test the four hypotheses. Regressions were also employed to test for the relationship between the encoding and decoding factors of the communicator competence questionnaire to determine whether or not it would be appropriate to combine the two into one factor.

Using the scores from the CCQ for both self and supervisor as predictor variables and the scores from the JDI for work and supervision dimensions as criterion variables, a stepwise multiple regression analysis was employed. Scores for the encoding and decoding factors of both self and supervisor competence were also tested as predictor variables of work and supervisor satisfaction.

Results

The reliability of JDI and CCQ overall scales and sub-scales from data collected in the study was consistent with past results, yielding alpha levels of .76 to .87. (See Table 1 in the appendix of the paper.) Therefore, all items were included in subsequent testing of hypotheses.

The correlation coefficient for supervisor encoding and decoding was .57, with subordinate encoding and decoding yielding an r of .50. Although the present correlations may only appear as modest, the significance of the correlations ($p = .001$) provided justification to combine the two factors into one to allow for testing of the four hypotheses. Given the modest correlations, subsequent regressions were performed to test the independent contributions of the factors.

Hypothesis One

A correlational procedure was used to test whether or not a subordinate's satisfaction with his supervisor varied as a function of the subordinate's perception of the supervisor's communication competence. This correlation yielded an r of .74, accounting for 54.3 percent for the variance ($t = 11.61$; $p = .001$). (See Table 2 in the appendix of the paper.) A subsequent stepwise regression was computed to test encoding and decoding factors of the perceived supervisor communication competence. (See Table 3 in the appendix of the paper.) The supervisor's decoding factor of competence yielded an r of .86 ($t = 12.43$; $p = .001$), accounting for 74.8 percent of the variance of the subordinate's satisfaction with supervisor. The encoding factor produced an r of .43 ($t = 12.71$; $p = .001$), accounting for 18.5 percent of the variance of the subordinate's satisfaction with supervisor.

Hypothesis Two

The correlational procedure was again employed to test whether or not a subordinate's satisfaction with his supervisor varied as a function of the subordinate's perception of his own communication competence. (See Table 4 in the appendix of this paper.) The coefficient resulting from the test was .28, accounting for only seven percent of the variance ($t = 1.43$; $p = .001$) of the subordinate's satisfaction with his supervisor. The stepwise regression employed to test the encoding and decoding factors yielded an r of .29 for encoding ($t = 2.28$; $p = .05$) and an r of .18 ($t = 1.43$; $p = .1$) for the decoding factor. The encoding factor accounted for eight percent of the variance of the subordinate's satisfaction with his supervisor. The decoding factor accounted for three percent of the total variance of the subordinate's supervisor satisfaction. (See Table 5 in the appendix of the paper.)

Hypothesis Three

This hypothesis posited that a subordinate's work satisfaction would vary as a function of his perceptions of his own communication competence. The hypothesis was subjected to a correlational test, and in turn yielded an r of .24 ($t = 2.16$; $p = .05$), accounting for 5.9 percent of the total variance. (See Table 6 in the appendix of the paper.) The regression coefficients resulting from the encoding and decoding factors were as follows: the encoding factor yielded an r of .23 ($t = 1.80$; $p = .1$), accounting for 5.6 percent of the variance; the decoding factor yielded an r of .17 ($t = 1.30$; $p = .1$), accounting for 2.9 percent of the variance of the subordinate's satisfaction with work. (See Table 7 in the appendix of the paper.)

Hypothesis Four

A correlational procedure was used to test whether or not a subordinate's work satisfaction varied as a function of his perceptions of his supervisor's communication competence. (See Table 8 in the appendix of the paper.) The correlational test yielded an r of .42 ($t = 3.69$; $p = .001$), accounting for 17.7 percent of the variance. The regression performed on the decoding factor yielded an r of .42 ($t = 3.69$; $p = .001$), accounting for 17.7 percent of the variance, with the encoding factor yielding an r of .32 ($t = 2.81$; $p = .01$), accounting for 10 percent of the variance of the subordinate's satisfaction with work. (See Table 9 in the appendix of the paper.)

Discussion

All four hypotheses in the study were confirmed. The results of the study revealed that a subordinate's satisfaction with his work and supervision is correlated with the communication competence of both the subordinate and supervisor as perceived by the subordinate. Highly significant support was found for the relationship between a subordinate's perceptions of his supervisor's deciding competence and the subordinate's satisfaction with both work and supervision.

The first hypothesis posited that a subordinate's satisfaction with his supervisor would vary as a function of the subordinate's perceptions of the supervisor's communication competence. Although the hypothesis was confirmed ($r = .73$), a more significant finding was revealed by subsequent regression tests. The results indicated that the decoding factor of the supervisor's communication competence yielded an r of .86, which accounted for 75 percent of the variance in the subordinate's satisfaction with his supervisor. The encoding factor produced an r of .43, accounting for 18.5 percent of the variance. These results would suggest that the supervisor's ability to listen, respond to messages quickly, and be perceived as sensitive (decoding) has a

much greater impact on the subordinate's satisfaction with his supervisor than the supervisor's ability to get right to the point or to express himself clearly and understandably (encoding).

The second hypothesis posited that the subordinate's satisfaction with his supervisor would vary as a function of the subordinate's perception of his own communication competence. This hypothesis was also confirmed; however, the relationship was modest, with a correlation coefficient of .28, which accounted for only seven percent of the total variance of the subordinate's satisfaction with his supervisor. Although the relationship was modest, a more significant correlation was not expected by the researchers. The scarcity of research leading to such a conclusion and weak rationale would indicate that a subordinate's communication competence would not be significantly related to subordinate's satisfaction with his supervisor. The subordinate's encoding ability appears to be a better predictor of supervisor satisfaction than his decoding ability.

The third hypothesis posited that a subordinate's work satisfaction would vary as a function of his communication competence. The correlation coefficient for this relationship was also modest, with an r of .24, accounting for only 5.8 percent of the total variance of the subordinate's work satisfaction. Such a modest relationship was not expected by the researchers. It was assumed that a subordinate's work satisfaction would significantly depend on his ability to communicate, based on Volard and Davies' (1982) finding that 68 percent of a manager's workday involves communicating, namely face-to-face interaction. The subordinate's encoding ability appeared to be a more significant predictor of work satisfaction than his decoding ability.

The fourth hypothesis posited that a subordinate's work satisfaction would vary as a function of his perceptions of the communication competence of his supervisor. The correlational analysis yielded an r of .41, accounting for 16.8 percent of the total variance of the subordinate's work satisfaction. This finding corresponds with Jablin's (1978) contention that a subordinate's satisfaction with work is closely related to the communication between supervisor and subordinate. The decoding factor yielded an r of .31, which accounted for 9.6 percent of the total variance of the subordinate's work satisfaction.

Based on the preceding results, the subordinate's perception of his supervisor's decoding competence proved to be the strongest predictor of both the subordinate's work and supervisor satisfaction. Therefore, the importance of the supervisor's ability to listen well to his subordinates, respond to his subordinates' messages quickly, and to be perceived by his subordinates as sensitive and understanding, is very evident.

Although this study represents a preliminary investigation of job satisfaction and communication competence, it does serve to elucidate and provide a more comprehensive understanding of the relationship between the two concepts.

The present study lends further support to the assertion that communication is an integral part of job satisfaction. A subordinate's satisfaction with work and particularly his supervisor appears to be most closely associated with perceived decoding ability of his supervisor, and to a lesser extent with the encoding ability of the supervisor. Thus, the supervisor's communication competence, particularly decoding ability, might be expected to enhance or detract from the subordinate's satisfaction.

A subordinate's satisfaction with his work and particularly his supervisor appears to be most closely associated with perceived decoding ability of his supervisor, and to a lesser extent with the encoding ability of the supervisor. Thus, the supervisor's communication competence, particularly decoding ability, might be expected to enhance or detract from the subordinate's satisfaction.

As a point of caution, it is important to point out that the present study did not include a relatively large sample (54 subjects). Therefore, the results are generalizable only to the degree to which the present sample is representative of other types of managers in large organizations. This study also failed to use a sample which included both males and females. The fact that the subjects employed in the study were marketing managers may have influenced the results since such individuals are generally associated with high communication dependent tasks (and therefore should be more communicatively competent than others); the fact that the subjects were middle level employees in the organization (rather than personnel from all levels) may also be a limiting factor in the generalizability of the findings. Finally, the study failed to obtain demographic information such as subject age and tenure in the organization, which could have influenced variable relationships. Future investigation in the areas of job satisfaction and communication competence might look at such demographic variables. Research in the areas of job satisfaction and communicator competence should also be conducted in other types of organizations (e.g., governmental, financial, educational) to determine the overall generalizability of the present results. Finally, it could be advantageous to extend the present research to determine the causal

relationships between the variables investigated (Falcione, McCroskey, and Daly, 1977).

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APPENDIX

TABLE 1
RELIABILITY COEFFICIENTS FOR ALL VARIABLES

Variable	Number of Items	Reliability (Cronbach's Alpha)
Supervisor Communication Competence (encoding)	7	0.77
Supervisor Communication Competence (decoding)	5	0.88
Supervisor Communication Competence (combined)	12	0.87
Work Satisfaction	18	0.85
Supervisor Satisfaction	18	0.86
Communication Competence of Self (encoding)	7	0.69
Communication Competence of Self (decoding)	5	0.63
Communication Competence of Self (combined)	12	0.76

TABLE 2
CORRELATION COEFFICIENTS FOR SUPERVISOR SATISFACTION AND COMMUNICATOR COMPETENCE OF SUPERVISOR

Independent Variable	r	r^2	t	Significance
Decoding	.865	.748	12.43	*.001
Encoding	.434	.184	12.71	*.001
Combined Competence	.737	.543	11.61	*.001

*$p < .05$

TABLE 3
STEPWISE REGRESSION FOR SUBORDINATE'S SATISFACTION
WITH SUPERVISOR AND COMMUNICATOR COMPETENCE
(ENCODING AND DECODING) OF SUPERVISOR

Independent Variable	Multiple R	R Square	R Square	Simple R
Decoding	.865	.748	.748	.865
Encoding	.869	.754	.007	.434

TABLE 4
CORRELATION COEFFICIENTS FOR
SUBORDINATE'S SATISFACTION WITH SUPERVISOR
AND SUBORDINATE'S COMMUNICATOR COMPETENCE

Independent Variable	r	r^2	t	Signficance
Decoding	.182	.033	1.43	.1
Encoding	.290	.084	2.28	*.05
Combined Competence	.285	.550	4.55	*.001

*$p < .05$

TABLE 5
STEPWISE REGRESSION FOR SUBORDINATE'S SATISFACTION
WITH SUPERVISOR AND SUBORDINATE'S COMMUNICATOR COMPETENCE
(ENCODING AND DECODING)

Independent Variable	Multiple R	R Square	R Square	Simple R
Encoding	.290	.084	.084	.290
Decoding	.293	.086	.002	.182

TABLE 6
CORRELATION COEFFICIENTS FOR
SUBORDINATE'S SATISFACTION WITH WORK
AND SUBORDINATE'S COMMUNICATOR COMPETENCE

Independent Variable	r	r^2	t	Significance
Decoding	.171	.029	1.30	.1
Encoding	.237	.056	1.80	.1
Combined Competence	.243	.059	2.16	*.05

*p < .05

TABLE 7
STEPWISE REGRESSION FOR SUBORDINATE'S SATISFACTION
WITH WORK AND SUBORDINATE'S COMMUNICATOR COMPETENCE
(ENCODING AND DECODING)

Independent Variable	Multiple R	R Square	R Square	Simple R
Encoding	.237	.056	.056	.237
Decoding	.245	.060	.004	.171

TABLE 8
CORRELATION COEFFICIENTS FOR SUBORDINATE'S SATISFACTION
WITH WORK AND SUPERVISOR COMMUNICATOR COMPETENCE

Independent Variable	r	r^2	t	Significance
Decoding	.421	.177	3.69	*.001
Encoding	.317	.100	2.81	*.01
Combined Competence	.416	.173	3.65	*.001

*p < .05

TABLE 9
STEPWISE REGRESSION FOR SUBORDINATE'S SATISFACTION
WITH WORK AND SUPERVISOR COMMUNICATOR COMPETENCE
(ENCODING AND DECODING)

Indpendent Variable	Multiple R	R Square	R Square	Simple R
Decoding	.421	.177	.177	.421
Encoding	.430	.185	.008	.317